DOCUMENT RESUME

ED 247 455 CE 039 553

TITLE	Youth Studies Abstracts. Vol. 3, No. 3, Part 2.
INSTITUTION	Australian National Univ., Canberra. National Clearinghouse for Youth Studies.
PUB DATE	Aug 84
NOTE	70p.; For related documents, see ED 240 306-307, ED 244 079-080, AND CE 039 552-554. Document contains small print.
PUB TYPE	Collected Works - Serials (022) -- Reference Materials - Bibliographies (131) -- Reports - Research/Technical (143)
JOURNAL CIT	Youth Studies Abstracts; v3 n3 pt2 Aug 1984
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Abstracts; Dropout Research; *Dropouts; Educational Research; Education Work Relationship; Family (Sociological Unit); *Females; Foreign Countries; Job Training; Labor Market; Migrants; Part Time Employment; Periodicals; Postsecondary Education; Research; Research Projects; Research Reports; Secondary Education; *Unemployment; *Vocational Education; Work Attitudes; *Youth Employment
IDENTIFIERS	*Australia

ABSTRACT

This compilation of 47 abstracts of materials--papers, studies, reports, reviews--and citations to 46 periodicals is the second of two parts. This part contains abstracts in one category: programs (proposals, reports, evaluations). Abstracts are arranged in clusters according to prime subject matter. Topics covered, listed at the front of the booklet, are as follows: aborigenes, apprenticeship, bibliography, disabled, education, employment/labor markets, evaluation, family, girls/women, migrants, programs, rural, schools/schooling, school students, school leavers, social change, social welfare, TAFE, technological change, unemployment, youth, and youth workers. Each citation provides some or all of the following: author(s); classification number; place, institution, and date; pagination; and abstract. The section on periodicals lists them by state, territory, or foreign country (arranged alphabetically) with some or all of this information: title, source, volume and/or number, date, pagination, and articles of interest or an annotation. (YLB)

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Vol. 3 No. 3
August 1984

Part 2

ED247455

The Australian National University
RESEARCH SCHOOL OF SOCIAL SCIENCES
Department of Sociology

Youth Studies Abstracts

A quarterly publication of the
NATIONAL CLEARINGHOUSE
FOR YOUTH STUDIES

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NATIONAL CLEARINGHOUSE FOR YOUTH STUDIES

A Clearinghouse concerned with Youth Policy issues, focusing on education and training and funded by the Commonwealth Department of Education and Youth Affairs under the Participation and Equity Program.

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ISSN 0813 - 6211

ABOUT THE ABSTRACTS

A number of developments in the last twelve months or so have had the effect of increasing the quantity of material reaching the Clearinghouse (see comments in this issue of the Youth Studies Bulletin). We have been concerned at the impact this increase has had on the length of time between receipt of material and publication of the Abstract, since we believe it to be highly desirable that information abstracted should b as up-to-date as possible. In an attempt to clear some of the backlog, we have considerably expanded this collection of Abstracts, at the same time varying the length of abstracts, in order to include the greatest number possible.

For reasons of printing and binding and for this issue only, we have been forced to split the Abstracts into two parts. Part 1 comprises Section AB; Part 2 includes Sections C and E as well as the Subject and Author indexes.

The Abstracts are arranged in the following categories:

Section 84/AB	Social and Educational Developments: Policy, Analysis, Research
Section 84/C	Programs: Proposals, Reports, Evaluation
Section 84/D	Program Materials (not in this issue)
Section 84/E	Periodicals

Within each category, the Abstracts are numbered sequentially continuing from the previous issue for 1984. Research in progress is distinguished with # alongside the number.

In Sections AB and C the Abstracts are arranged in clusters according to prime subject matter. This makes it possible for readers to compare differing views and approaches to particular topics. A list of the topics covered is given at the front of the booklet.

Subject and author indexes for 1984 continue in this issue. More detailed information about any of the topics or publications can be obtained from the Clearinghouse, but copies of the publications themselves must be sought from the authors, institutions or publishers. It is hoped that the citations give sufficient information to make this access to publications possible.

The material from which Abstracts are prepared is material which has come to us since completion of the Annotated Bibliography in August 1980. In some cases, it will be a development or report of a study already annotated in the Bibliography; in other cases it may be convenient to refer to similar studies already annotated. We do not wish to make continual citations of our own Bibliography, so we make one citation now and will in future refer to it as the Annotated Bibliography.

ANDERSON, D.S. and C. BLAKERS

Transition from School: an annotated bibliography of recent Australian studies. Canberra: ANU Press, 1980 [288p.]

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PROGRAMS

84/C: 49 - 95

AUSTRALIA. COMMITTEE OF INQUIRY INTO LABOUR MARKET PROGRAMS 84/C: 49

Interim Report. Canberra: AGPS, May 1984 [26p.:

The Committee of Inquiry into Labour Market Programs, established by the Federal Government in 1983, was required to make an Interim Report to Government in May 1984 so that its recommendations could contribute to the 1984-85 budget discussions. Information on the Committee, its terms of reference and its progress has been given in the Clearinghouse Youth Studies Bulletin, February 1984 (p.4) and May 1984 (p.3). This report makes some general observations about the labour market and labour market programs, but (as requested by Government) focuses on the Special Youth Employment Training Program (SYETP); the Community Youth Support Scheme (CYSS) and measures to enhance the support provided for apprenticeship training.

Commenting on the labour market the report sees little prospect of a return to full employment in the foreseeable future without significant co-ordinated government intervention which recognises that the objective of full employment cannot be attained through labour market programs alone but requires the co-ordination of a number of policies and different kinds of programs. To the present, large sums have been spent to assist the unemployed (mainly through unemployment benefits), but there has been little attempt to relate the range of programs to industry, education or other policies. Rather, the main concern seems to have been with 'shuffling the pack'. There has been little in the way of an overall strategy for reducing dependence on unemployment benefit through increases in employment and reductions in labour supply.

As an example, labour market programs have given little attention to the needs of mature age people for training and retraining, despite the fact that the skills demanded by a changing labour market are also changing. Nor, despite early intentions, has there been much emphasis on the training component in those programs designed to provide work experience for the unemployed. Equally, programs designed to encourage greater participation of young people in education do not appear to recognise the value placed by a large number of young people and employers on work experience and learning on the job. Somehow there appears to have developed an unnatural dichotomy between education programs and labour market programs, and between education/training and employment. The Committee believes that there will have to be closer working relations between education and labour market authorities, and between those authorities and employers and unions if a markedly improved approach is to be achieved. In the development and conduct of programs much more effective links between education, training and work experience seem likely to be required. There also need to be closer links between State and Commonwealth in the formation and implementation of education, training and employment policies.

Both educational institutions and industry will continue to have important roles in training the labour force. A coherent education/training/employment system will need to support and encourage individuals to improve their social as well as their industry skills and to recognise that different people require different lengths of time and measures of support to do this. At present financial support systems for people in education and training are complex, particular provisions sometimes acting

as disincentives to education and training. These and many other issues are to be discussed by the Committee in the coming months.

Following these general observations, the report discusses SYETP, noting the Government's concern about the rapid increase in expenditure for this program. It outlines the program and comments on present emphasis on work experience rather than training, even though most participants in fact already have work experience of some kind. The Committee affirms the need to increase the education and vocational training provided by the program and makes four specific recommendations to this end, including a combined use of TAFE Transition Program and SYETP funds and close links with the Community Employment Program (CEP) to provide education/training and work experience.

In the operation of CYSS, the Committee sees a good deal of confusion in aims and objectives, and in the roles of the Department of Employment and Industrial Relations (DEIR), the State and local management committees and the projects. This confusion and a lack of clarity in the purposes of the projects have lead to insecurity, stress and high turnover among project officers and inefficiencies and frustration in the administration of projects. There is an absence of overall planning and development. The Committee expresses its support for what it regards as three of the principal strengths of CYSS: the informal and non-bureaucratic approach; the capacity to initiate and extend youth development projects; the local management and direction which (when effective) have provided important links to other community organisations. There is, however, need to clarify the objectives of CYSS as a prerequisite for determining the Scheme's organisation, management and funding levels and for effective monitoring and evaluation of programs. The report recommends that CYSS be developed into a permanent Australian youth service involved in a range of issues and action affecting the young. For the shorter term, the report makes recommendations on management, funding and training.

The final section of the report deals with apprenticeship programs of which the largest is the Commonwealth Rebate for Apprentice Full-time Training (CRAFT). It notes and outlines also the additional financial assistance for apprenticeship announced by the Federal Government on 1 March, 1984. While supporting these initiatives, the Committee recognises that they represent only a small step towards achieving better provision of education, training and employment for young women and men, and that they raise some matters of concern related to the bonus scheme, the discrimination against some employees and the extent of consultation with industry and State training authorities. Further recommendations are made in these areas.

The report concludes with a listing of the 17 recommendations made.

AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS 84/C: 50

- Submission to the Committee of Inquiry into Labour Market Programs. Canberra: DEIR, June 1984 [185p.]

- Submission to the Committee of Inquiry into Labour Market Programs. Tactical Papers. Canberra: DEIR, June 1984 [143p.]

The main Submission (the first volume) seeks to identify and discuss key issues for the future development of labour market programs, recognising that Australia's labour force skills and their continuous updating are vital to the international competitiveness of Australian industry. It argues the need to consider whether programs developed at a time when high unemployment was expected to be temporary continue to be appropriate when the expectation is for continuing high unemployment. The rationale for Government intervention in the labour market has been to secure a supply of skilled workers, at the same time ensuring that those who are disadvantaged by the recession, by labour market segmentation and by structural change, obtain access to employment through subsidised employment opportunities or re-training. Labour market programs are not a panacea for high unemployment or for correcting cyclical and structural imbalances in the economy. They are a complement to macro-economic policies which promote economic growth and not a substitute for such policies. For the future, the task is to adapt and adjust labour market programs to cater for training needs in a situation of continuing high unemployment and to ensure the development of Australia's human resources to meet the challenge of future change. The main argument of the Submission is that the skills of the labour force will become progressively more critical to the achievement of economic growth and high living standards. The issues involved extend beyond the question of labour market programs; they encompass the cultural and social values which surround training in Australia as well as the relative responsibilities of industry, the Commonwealth and the States, education and training providers and other agencies which promote and deliver training.

Discussing recent developments and future prospects in the labour market, Chapters 2-3 argue for an active policy of labour force planning to ensure that the broad direction of education, training and labour force policies accords with a longer term perspective of Australia's economic development and skill requirements. The objectives of the labour force planning process should be: to provide reliable labour market information; to ensure that the structure of the education and training systems is consistent with economic development and future skill needs; to identify short-term skill imbalances; to assist program review and development; to provide the basis for improvement in the content, relevance and quality of vocational education and training. A start has already been made in these areas, but more needs to be done and this will require more resources and commitment.

Australia in the past has relied on immigration to supply many of the skills needed by industry; effective training of the labour force has been inhibited by many factors including lack of interest by employers generally and the traditional structures and segmentation of education and training. The analysis in Chapter 4 suggests that the training system in Australia is not well geared to the skill demands of the future. Chapters 5 and 6 consider how change could be achieved for young people and for

adults. For young people, the Participation and Equity Program has set out to encourage greater school retention, wider participation and the development of curricula in schools and TAFE which will cater for the needs of all students. It is as yet too early to gauge the outcomes of this Program, but there are present concerns about inadequate resources for an increased TAFE role; possible disadvantage for the less able; difficulties in persuading unemployed young people to undertake courses; the need for adequate income support for young people undertaking courses. Pending a more comprehensive youth income support scheme, the transition allowance should be continued. There is scope also to improve the cost-effectiveness of work experience programs by focusing on the 15-18 age group and placing heavier emphasis on the quality of training. Support should be provided for pilot training arrangements directed at the development of structured formal and on-the-job training provision for young unemployed people. Support for apprenticeship training must continue given the need for future supplies of skilled tradesmen, but the support could be used as a lever to achieve change in this system of training; for example, in promoting more apprenticeship opportunities for girls and extending Group Apprenticeship schemes. Pressures to extend similar assistance to non-trade training are also likely to grow. There is scope also to strengthen the roles in education and training of community based programs such as the Community Youth Support Scheme (CYSS)

While Chapters 4-6 are concerned principally with improving the efficiency of the labour market, Chapter 7 focuses on equity; in particular, how to define disadvantage and determine priorities. It reviews current provisions and help for special groups, noting the impracticability of providing for all such groups with a single program. The Submission argues for a two-pronged approach: wider use of mainstream programs as well as programs specific to particular groups. By improving program design and introducing more flexibility in delivery, it should be possible to achieve a more systematic approach to catering for individual need.

The discussion and specific proposals are drawn together in Chapter 8. Two Appendices provide information on the characteristics of the unemployed and on labour market prospects. The volume of Tactical Papers begins with a brief chronological account of program development in Australia and an overview of programs and their focus. The bulk of this publication is a full account of Departmental programs presented under key headings dealing with program parameters; size; changes since inception; data sources for monitoring and evaluation; main findings of evaluation and review studies and an indication of public criticisms of the programs together with some responses to these criticisms.

SMITH, Ralph E. 84/C: 51

Estimating the Impacts of Job Subsidies on the Distribution of Unemployment: Reshuffling the Queue? Discussion Paper No. 90. Canberra: Centre for Economic Policy Research, Australian National University, May 1984 [53p.]

The use of employment subsidies to expand employment opportunities for members of high unemployment groups raises questions of how far the target groups benefit and whether employment gains for these groups mean losses for others. American experience has indicated some of the difficulties of such schemes, including low participation by both employers and eligible persons and narrow socio-economic targeting criteria. This paper sets out to estimate the direct impact of the Australian program, Special Youth Employment Training Program (SYETP) on the young people who are eligible and on those who are not eligible. The questions are whether the subsidies have reduced long-term unemployment; whether any reductions have been at the expense of increases in short-term unemployment; whether there has been any impact on youth unemployment rates. Previous research on these issues has been based on surveys of participating employers. This has indicated that about one-third of SYETP employees have been net additions to employment, most of the other positions being at the expense of 'more experienced' workers. This study involves time series analysis of group-specific unemployment rates in which the number of subsidised workers in the group is one of the explanatory variables.

Part II of the paper identifies the major research issues involved in estimating net impact and substitution effects and summarises approaches used in previous studies, such as surveys and regression analyses in which the specific subsidy program is included in the equation. Part III outlines the history and conditions of SYETP, pointing out the variations in levels of participation which can be due to seasonal factors or to policy changes (as in 1979, when the subsidy and the period were both reduced).

Part IV presents estimates of the impacts of Australia's targeted employment subsidy on youth unemployment. It specifies the equations, describes the data used for estimation and reports on the regression estimates, including the sensitivity of the main results to alternative specifications and estimation periods.

The analysis suggests that higher subsidy participation is associated with less long-term unemployment for young people. Some of this is at the expense of increased short-term youth unemployment, so that the net impact on youth unemployment is slightly less than the impact of the program on long-term unemployment. These findings are consistent with previous analysis of surveys of participating employers. Both approaches indicate that the subsidy is reducing unemployment among the eligible population and that this is not totally at the expense of other young people. These results raise the question of whether targeted employment subsidies should be extended to other disadvantaged groups in the community. Such schemes are costly, although there may be offsets to government in reduced transfer payments and increased tax revenue. The policy questions remain: whether benefits exceed costs; whether there are more cost-effective ways of achieving the objectives.

* * * * * *

HOY, Mavis and Christopher A. RYAN 84/C: 52

Participating Employers' Responses to the SYETP Wage Subsidy Scheme. Working Paper No. 40. Canberra: Bureau of Labour Market Research, Department of Employment and Industrial Relations, March 1984 [46p.]

In Australia, the Special Youth Employment Training Program (SYETP) - an employment subsidy targeted on unemployed youth - has operated for almost six years. This paper uses available data on participating employers/firms to assess whether the scheme has resulted in a net gain in gross employment levels or in more employment for the target group. In its introductory discussion of wage subsidy schemes, the paper identifies two employment objectives for such schemes: to increase or protect the level of employment during a recession (that is, to solve a **cyclical** problem); to overcome a structural problem by fostering more equal access to jobs or achieving a better match between people and available jobs through training measures. In the first case, the subsidy is designed as a temporary measure to prevent retrenchment of workers until the economy revives demand. The second form, generally offering **targeted recruitment subsidies**, is intended to change the composition of employment in favour of the targeted group and needs a longer period of operation to achieve effect. The **structure of subsidies** also affects those who are employed. Flat rate subsidies favour low-wage workers since the subsidy forms a greater proportion of their wages. The higher the level of subsidy, the less risk to employers and therefore a greater likely participation rate. Subsidies for a short fixed period favour jobs in high turnover industries by covering a greater proportion of the average time spent on the job and providing what may essentially be a long-term employment subsidy for the employer.

The early stated aims of SYETP included an overall gain in employment opportunities for young people, plus on-the-job training which might lead to future stable and unsubsidised employment; but with continuing high unemployment the opportunity for work experience itself came to be seen as the important aim, implying a redistribution of available jobs among the target group and a greater sharing of spells of employment and unemployment. The paper notes that information is not available in Australia on employer recruitment practices, elasticities of demand for separate sub-groups of labour and employer awareness of the subsidy - information which would be necessary to identify factors influencing employer participation in the scheme and the extent of net employment gains. However, some aspects of employer participation have been covered in research, and the paper briefly outlines the findings (e.g. 83/AB:73; 83/C:50,69; 84/C:3). These studies have indicated: that the flat rate subsidy of SYETP had led employers to favour recruitment from the youngest lowest paid groups; that in line with overseas experience, measures of net gain in employment (additional jobs) have ranged between 20-33 per cent; that the net employment gain would at best have a minimal overall impact on the rate of Australian unemployment (0.6 per cent); the reduction in level and period of subsidy substantially reduced employer participation.

Section 2 of the paper details the data source and methodology of the analysis. Section 3 covers various aspects of net employment gains for young people: the effects of the different variants of SYETP; State and industry group differences; the high involvement of small firms; the wage costs and job creation effects; the characteristics of young people

placed. Section 4 includes a description and the results of a probit analysis of the data to separate the effects of different variables such as different industry structures in the States. Section 5 summarises the findings of the analysis, which are generally in line with the results of previous research. Further research is needed on windfall gains made by employers and on the redistribution of employment opportunities.

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BURMANN, Yvonne 84/C: 53

Wage Pause Projects in the Australian Capital Territory. Canberra: Work Resources Centre Inc., 1984 [26p.: mimeo]

This report on the ACT Wage Pause Projects was compiled by the Development Officer at the Work Resources Centre Inc., a position itself funded under Wage Pause to assist other groups recently funded under this Employment Program. There is a brief description of each of the 60 projects, together with a contact name and telephone number. The interesting range of projects and activities funded in the ACT by Wage Pause is reflected in the report which includes a number of subjective comments by employers and employees describing their experiences under the program. Of particular note in the ACT is that two-thirds of the jobs created were in community organisations, one-third in the government sector. Also the ACT Advisory Committee had a preference for positions covering the maximum 12 month period, rather than for shorter term jobs which was the pattern in some other States. The fact that a large proportion of the jobs created in the community sector has meant that, despite the value and viability of the positions, finding funding to extend worthwhile projects is problematical. Some of the organisations have been able to sustain the new positions from their own resources but most have applied to the ACT Community Development Fund whose limited funds include no additional provision for continuing successful and worthwhile Wage Pause projects, many of which do not fit the more structured guidelines of the Community Employment Program and are thus in danger of closing down entirely.

* * * * * *

DEMPSEY, Kate 84/C: 54

The Employment Initiatives Program: An Evaluation of First Round EIP Funding in Westernport. Cranbourne, Victoria: Westernport Regional Employment Committee, April 1984 [22p.]

This report is the Westernport region's response to the Victorian State Government's Employment Initiatives Program (EIP). The study provides an overview of EIP in Westernport, evaluates the performance of the program in this area, firstly in quantitative terms, and, secondly, in terms of the stated aims of the EIP program. The findings cover the number of jobs created under the program, the supervision ratios of supervisors to trainees/workers, the skills and training offered to participants. A follow-up survey of participants is also described.

With reference to the stated aims of EIP, the Westernport study reached the following conclusions:

- Reaching the more disadvantaged unemployed: the Westernport programs gave opportunities to the young and less skilled but not to a large extent to older workers or to women.
- Providing additional employment: no firm conclusions were reached owing to the difficulty in assessing the extent to which jobs created were 'additional' employment within an organisation.
- Enhancing future employment prospects: this was hard to assess as a long-term follow-up program would be required as well as an accurate picture of future employment demand. However, in view of the prediction that a large proportion of new jobs to be created in the next four years will be in the service area, the report notes that the skills and experience gained by most Westernport EIP participants do not reflect this anticipated demand.
- Providing labour intensive work which is of benefit to the community: the majority of projects were labour-intensive, providing manual labouring work. Respondents felt that criticism of the unskilled nature of the work was unfounded as such projects fit the role of local government and are of benefit to the community.

Administrative recommendations included: a longer lead time for projects, the production of an information list for intending sponsor groups, more personal contact between the funding body and the intending sponsor and greater encouragement and assistance to smaller community groups unfamiliar with the process of submitting for funds.

Training recommendations included: fixing an acceptable supervision standard; a closer matching of proposed projects to the labour market; stronger emphasis on **training** in short-term job creation schemes; increased efforts to ensure that the **most disadvantaged** in the labour force are assisted, and funding provision for following up participants after funding ceases.

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VICTORIA. WESTERN REGION COUNCIL FOR SOCIAL DEVELOPMENT 84/C: 55

Employment Initiatives Program: Some Comments and Recommendations. Western Region Council for Social Development, August 1983 [15p.]

This research paper was prepared by the Western Region Right to Work Committee, based in Footscray, Melbourne. The paper includes a number of criticisms of the guidelines and parameters of the Victorian Government's Employment Initiatives Program (EIP) and recommendations for their alteration and improvement. Amongst other criticisms, the paper cites the absence of a coherent Federal economic policy aiming both at encouraging public sector growth and at balancing the fostering of new industries while protecting existing ones; the small proportion of the unemployed who receive assistance, and also the ephemeral nature of benefits provided by schemes such as EIP. Despite these limitations, the program is recognised as providing important short-term employment with associated benefits of income and training which accrue to the individual participants.

The paper strongly endorses the use of EIP to fund projects which meet community welfare needs but recommends substantial extension of resources available in and through the public sector, which would allow an expanded EIP and similar schemes to become more effective. It would, more importantly, also allow the creation of permanent positions beyond EIP for those projects of established feasibility and for those persons who have been satisfactorily employed in these capacities under EIP.

More specifically, the paper recommends providing funding to allow projects to be extended at the end of an initial twelve-month period, widening guidelines for eligibility for employment under EIP, increasing the degree of co-ordination and consultation between Ministers, local government and trade unions in EIP planning and selection processes. A number of practical, administrative recommendations are included, intended to increase the efficiency and effectiveness of EIP funding.

* * * * * *

LAMBE, A.P. 84/C: 56

Youth Employment Support - Albany Research Project. Albany, W.A.: Schools Transition Education and TAFE Transition, W.A. Education Department, June 1983 [84p.]

The general aim of this study is to assist a community to make informed decisions about how its unemployed youth might be effectively assisted in the long term. Part 1 consists of a descriptive survey of existing opportunities and facilities available to youth in Albany and the immediate region. Part 2 comprises a longitudinal study of a random sample of 197° Year 10 students at Albany high schools. The research is intended to provide a data-base for the development of a community youth policy and youth programs. Albany was selected as it represented a large regional centre without a broad industrial base, relatively isolated from other large regional towns. Trends reflected in the study included: a large proportion of males leaving school at the end of Year 10; a greater proportion of girls deciding to stay at school; a significant number of young people enrolling at TAFE (both full and part-time), seeing TAFE courses as a real alternative to universities or CAEs; and a tendency for young people with high academic ability to choose either to defer or to decide against higher studies.

Included in the report are a discussion of factors affecting the decision to leave school at the end of Year 10, comments on the declining availability of apprenticeships in the area and an assessment of ways to make contact with and assist the estimated 30 per cent of local young people (50 per cent of unemployed young people) who have no sporting, cultural or social affiliations. Recommendations include the need for a steering committee with a liaison role between community organisations and other institutions with direct involvement with youth; a pressing need for a Street Youth Worker to move within youth circles and provide guidance and information about local facilities and to establish communication channels between youth and decision-makers; the need for educational institutions and the broader community to encourage all young people to remain in education beyond Year 10 and the need to encourage the more intellectually able students to proceed to higher education.

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LAMOTTE, D.J. 84/C: 57

Proposal for the Albany Town Council to Sponsor a Casual Labour Exchange in Albany, WA. Albany, W.A.: Albany Youth Employment Support Committee [Booklet, 7p.]

The proposal outlines the operating structure of a casual labour exchange and its aims and objectives, giving details of types of work handled, equipment required, charges and administrative structure as well as justifying the need for such a service in Albany.

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GREER, Brian 84/C: 58

A Review of Worker Co-operative Development Agencies in Australia. Canberra: AGPS, 1984 [29p.: $2.30]

This report was commissioned by the Office of Youth Affairs, Department of Employment and Youth Affairs in Canberra, to bring together information not previously compiled about agency development in Australia, and to suggest ways in which the Commonwealth Government might assist the growth of worker co-operatives in the Australian labour market. The report reviews actual and proposed agencies in each of the States, treating historical background, purposes, objectives, structure and funding. It covers the Common Ownership Development Agency (CODA) in NSW; the proposed Co-operative Development Agency in Victoria; the Community Enterprise Development Agency in W.A.; the proposed Co-operative Enterprise Development Agency in Tasmania; the schemes developed in S.A. through the Youth Bureau in the Department of Labour; the exploratory moves in Queensland. The review indicates the growing interest in co-operative initiatives, and the report goes on to outline some of the characteristics of support agencies in terms of purposes/objectives, structure, funding.

The following sections briefly review Co-operative Development Agencies in the U.K., discuss the value of such agencies in Australia and present some options for Commonwealth Government action. A summary at the beginning of the report includes some observations about their scope and limitations. It notes that co-operatives of any kind are **not** a solution to short-term youth unemployment. They create or maintain **long-term** employment opportunities by operating viable business enterprises which differ from most businesses in their structure and organisation.

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ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD) 84/C: 59

Local Employment Initiatives in Support of Youth Employment and Training: Some Issues. SME/ILE/83.01. Paris: Co-operative Action Program on Local Employment Initiatives, OECD, August 1983 [10p. + attachments: mimeo]

This paper was prepared as a background paper for a seminar (held in September 198. in Castelgandolfo) to review experiences with locally based initiatives to facilitate young people's access to work and training. The OECD program on Local Initiatives for Employment Creation (ILEs) reflects the conviction of participating countries that such initiatives can increase employment and economic growth and efficiency, while at the same time increasing community and individual autonomy and welfare. The paper is intended to raise a range of questions appropriate for discussion at the seminar. Among the issues identified are: the role of ILEs as part of

a comprehensive youth policy; the practicality of ILEs targeted to young people or to particular groups of young people; the characteristics of successful ILEs for youth; evaluation; the danger of perverse effects.

The main attachment to the paper is an information paper by Mr Chris Webb, Director of the Information Technology Consultancy Unit in London. Discussing ILEs as a vehicle for training youth in new technologies, the paper outlines the development of the Nottingdale Technology Centre as a **learning/training** base within the new technologies; an **Open Access** base to the community and an **action centre**, the core of which would be to develop products and services and float them out as employing companies. The centre trains unemployed young people in electronics, computers and electronic communications, managing a 70-75 per cent job placement. But its real importance lies in its use as an open access training centre, involving social, educational and community use; research, development and consultation; product development collaboration to the point of business flotation. The advantages of this have been three-fold: providing a status beyond that of just youth training; allowing the multiple use of staff and equipment for a variety of tasks; allowing the Company to earn funds which could become an 'in-house' venture capital fund. On the basis of four years' experience, the paper draws a number of conclusions about operation, cost-effectiveness, collaboration with government bureaucracies. Finally, the paper notes that the Centre has become a model for a 200-centre program throughout Britain, jointly funded by the Manpower Services Commission and the Department of Industry, with Nottingdale Technology Centre acting as consultants.

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VICTORIAN COUNCIL OF SOCIAL SERVICE and COLLECTIVE OF SELF-HELP GROUPS — 84/C: 60

News Exchange. Community Employment Initiatives No. 6, April 1984 [58p.]

This periodical reflects and caters for the growing interest in examining community employment initiatives. It contains articles on job creation, union views and community employment initiatives, as well as briefly outlining some developments and providing a list of references and resources.

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VICTORIA. THE MINISTERIAL ADVISORY COMMITTEE ON CO-OPERATION (MACC) 84/C: 61

The Development of the Co-operative Movement in Victoria. Information Paper. Melbourne, Victoria: Ministry of Housing, June 1984 [58p.]

MACC was set up by the Minister of Housing in February 1984 to review the Co-operation Act and to identify appropriate mechanisms for developing the co-operative sector. The paper seeks to identify the main issues which confront the co-operative movement and the various responses which can be made to new opportunities. It also acts as a discussion paper and invites public responses. The paper identifies three major types of co-operatives: worker or industrial co-operatives; consumer co-operatives and marketing/producer co-operatives. There are also conversion co-operatives (where existing businesses are being turned into co-operatives) and hybrid worker co-operatives (which include some non-worker members). Victoria has 3,400 co-operatives, with combined assets of $6 billion, employing some 500,000 people.

The report begins by identifying and discussing the Principles of Co-operation set down by the International Co-operative Alliance. It goes on to discuss the potential for worker co-operatives to generate new and re-generate old industries and maintain and create employment opportunities. The third chapter looks at Housing Co-operatives as an important initiative which could assist disadvantaged groups. The chapter on Co-operatives in Practice identifies and discusses a number of key practical issues such as types of co-operatives, membership, role of directors and place of equity. Adequate support in terms of education, business and financial assistance is essential to success of co-operatives and these are discussed in a chapter on Co-operative Development. The final chapter focuses on relationships with government which will ensure independence for the co-operative movement but facilitate its expansion and co-ordinated development, overview its stability and provide necessary assistance and support.

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U.K. CENTRE FOR EMPLOYMENT INITIATIVES (140a Gloucester Mansions, Cambridge Circus, London WC2H 8PA) 84/C: 62

Initiatives. Issue 8. February 1984 [28p.]

This publication focuses on employment initiatives providing news about developments and including articles on Training the Community Entrepreneur (Tony Emerson) and Lessons from Mondragon's Success (John L. Burbidge).

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COFFIELD, Frank* 84/C: 63

Is There Work after the MSC? In New Society, Vol. 67, No. 1105, 26 January 1984 [p.128-130]

This article, described in its sub-title as 'A slightly barbed anniversary celebration of our most flourishing quango', assesses the progress of the Manpower Services Commission (MSC) since its establishment at the beginning of 1974. Outlining the development of the MSC, the writer concludes that it has had considerable success in creating jobs - for its own staff; and that its approach to solving a problem is to 'throw money' at it. Though its operation has not been open to official or democratic scrutiny, it has nevertheless been subjected to considerable political pressure and interference which prompt questions about its autonomy. Its command of large resources makes it an important new source of funding and raises queries about the independence of the research and evaluations it commissions.

Among the basic questions about the MSC is the question whether it has a developed ideology or whether it simply muddles through from one crisis to the next. Judging from its publications, the MSC is certainly in need of an ideology to legitimate its daily operations and its very existence. Study of the earliest documents indicates that there was general agreement on the need for a co-ordinating body to develop and implement 'a comprehensive manpower policy', and the need remains. But the liberal, open-minded tone of the first reports contrasts with that of more recent publications. Though it must be given credit for bringing resources and attention to young people who have been largely ignored by education institutions, the MSC and its initiatives need much more public discussion than they have had.

The article raises a number of basic questions about directions, including the focus on 'training' which does not lead to a real job, and suggests some alternative approaches similar to those used in France and West Germany. Such alternatives would run counter to one of the central values of MSC expressed in their publications; that is, the paramount importance given to the needs and wishes of employers. Both YOP (Youth Opportunities Program) and YTS (Youth Training Scheme) have provided employers with free labour, and YTS could be seen as a direct subsidy to industry and commerce by the taxpayer. Employers have had generally a very poor record in training young workers or in investing in their training. Such schemes will make it more difficult to induce different attitudes among them.

Another major issue is the role of MSC as an agent of social control. The insistence on changing the 'motivation' and 'attitudes' of young people seems to imply a concern about social unrest among the disaffected, which is reflected also in a growing reliance on formal schooling and the police force to occupy and discipline the masses. No doubt some technological inventions will also help: porno and horror videos (and beer) to lessen the frustrations and political anger of young men. The article raises the final question of why the MSC tends to lump together 'women, disabled people and members of ethnic minorities'.

* *Professor of Education, University of Durham, U.K.*

GREAVES, Kathleen 84/C: 64

The Youth Opportunities Program in Contrasting Local Areas. A Summary of research on YOP in eight local areas of Great Britain 1978-1982. Research and Development Series No. 16. Sheffield, U.K.: Manpower Services Commission, August 1983 [88p.:£1.75]

This report has been compiled to identify common themes and patterns in the operation of YOP in the eight different areas. The findings have implications then for the Youth Training Scheme (YTS) which has succeeded YOP. The research focused on groups of young people entering the labour market at the minimum school leaving age of 16 in the years 1978 to 1981, and examined their employment histories up to two years after leaving school, with particular attention to the experiences of YOP clients both during and after leaving the program. Most of the local area studies were carried out by research teams in universities, and a range of research methods was used including interviews, postal surveys and the study of careers service records.

The study indicated the severity and complexity of the problems confronting a program designed to reduce the employment handicaps of particularly disadvantaged groups which included many young people bearing the multiple disadvantages of poor health, lack of education qualifications and family problems.

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JONES, Stephen 84/C: 65

A Survey of the Experiences of a Group of NSW State Rail Authority Apprentices from Country Areas. Cootamundra, NSW: Cootamundra High School, September 1983 [15p. + appendices]

The purpose of this study, undertaken by the author (a Careers Adviser) while on a two-week attachment to the NSW State Rail Authority in Sydney, was to document the experience of a group of country apprentices after their move to the city and to record their advice to intending school leavers. Most of the 34 apprentices and 5 cadets in the survey were Year 10 leavers. A written questionnaire was used, focusing on the adjustment of the young people to city living and to work.

The results indicated that supportive parents, reasonable money management skills and previous experience of city living helped in easing adjustments. Adjustment to city living emerged as more of a problem than adjustment to work, though the latter was closely linked with adjustment to city living. The results provide a basis for recommendations to employers, country high schools and parents.

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SOUTH AUSTRALIA, DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION — 84/C: 66

. Education Program for Unemployed Youth, South Australia. Curriculum and explanatory notes 1983. Adelaide, S.A.: Department of Technical and Further Education, 1983 [329p.]

This curriculum gives a detailed breakdown of all aspects of the 1983 EPUY program in South Australia.

. EPUY Report of Programs 1983. Series 26 and 27.

This is a formal report on the Series 26 and 27 EPUY programs in South Australia, incorporating the results of a questionnaire sent to ex-EPUY students in September 1983.

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RUSTOMJI, Leigh — 84/C: 67

In Retrospect. A study of the views of 1982 EPUY and Word Skills Transition students on their training and their post-course experiences in the Labour Market and the Education System. Report No. 10. Sydney, NSW: Transition Education Evaluation Team, Curriculum Services Division, NSW Department of TAFE, October 1983 [31p.]

This study, part of a series of follow-up studies (83/C: 14,95), begins by outlining the results of previous studies. It describes the aims and methodology of this study and discusses the results. In general, the students were satisfied with their training and improvement in skills. The follow-up showed that, in March 1983, 30.6 per cent of EPUY respondents and 40.3 per cent of Work Skills respondents were in employment. Over a quarter of those in employment were working on a part-time or casual basis. Job turnover was high, with over half the respondents who obtained a job after the course, leaving that job before the time of the study - the majority (68.2 per cent) returning to unemployment. Over nineteen per cent (19.2%) of respondents were continuing their training or education, mostly on a part-time or correspondence basis. Two-thirds of those continuing their training/education were doing vocational or trade training. A substantial number (13.9%) of respondents who were unemployed and seeking work were exercising the post-course training option.

The study also indicated a poor relationship between the training received in the course and the kind of employment obtained. Further research is needed to examine causes of job turnover.

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SOUTH AUSTRALIA. INTER-DEPARTMENTAL WORKING GROUP ON YOUTH WORKER TRAINING 84/C: 68

Final Report of the Inter-Departmental Working Group on Youth Worker Training. [31p.: mimeo]

The Inter-Departmental Working Group on Youth Worker Training was set up as a result of growing concern in the government and non-government sector and amongst youth workers at all levels about the availability of suitable training for people working with youth. The purpose of the Working Group was to determine the nature and type of training needed by youth workers in South Australia. Its main objective was to examine methods of increasing the quantity and quality of training opportunities for youth workers. The four stages of the research consisted of identifying existing training needs, based primarily on the responses of a target group of current youth workers, paid or unpaid, who worked at least 20 hours per week in the field of youth work; isolating existing training resources and opportunities; identifying the gaps between needs and available resources; developing a training model which incorporates assessed needs and appropriate programs to meet these needs.

A variety of factors influenced the selection of the proposed youth training model. It was found that the majority of youth workers remain in professional youth work for no longer than 5 to 7 years and that they generally move into other human service industries. This means that pre-employment training exclusively for youth work would meet the needs of very few people with regard to their long-term career education. However, broadly-based, practical youth work training would be very valuable in preparing people for entry into other human services professions. Shrinking job opportunities for youth workers combined with the time limitations of professional youth workers suggest that a full-time, traditionally structured course in Youth Work would prove both misleading and inappropriate.

The proposed model put forward by the Working Group offers an alternative to a formal, traditionally-structured course, taking into account the need for flexibility of content, location and timetabling to suit the needs of practising youth workers. There was no attempt to construct a course which could be seen as pre-service training. The individual's own experience in youth work would be an essential component of the training which would be carried out in-service. Course design would be based on modules, seminars, workshops and training weekends to allow for a large diversity of attendance times. Sessions would be tailored to suit specific identified needs at particular times. The range of training options would, as a result, be flexible and constantly changing. Training personnel would be drawn from amongst the best available practitioners in the appropriate fields, known to have teaching ability. Also, relevant courses already offered by other institutions should be included as possible options. Liaison with other teaching institutions would be necessary to allow the youth work training to be accredited as a component part of other courses.

Specific recommendations of the Working Group include the need for a Youth Worker Training Co-ordination Body consisting of a Policy Group, made up of representatives from all aspects of youth work and training

bodies, and an Administration and Implementation Group in the form of a funded Secretariat. It is recommended that funding be from a variety of sources to allow for flexibility and diversity. Similarly, location of sessions and facilities should be flexible. Other important recommendations are for the establishment of a Youth Work Resource Centre to serve the training courses (incorporating a library, group work resources, audio-visual equipment, simulation games library and other facilities) and formal co-ordination of information on existing training courses and liaison between all bodies offering courses in Youth Work.

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PRYOR, Robert G.L. and Robert T. WARD 84/C: 69

Unemployment: What Counsellors Can Do About It. Information Paper. Sydney, NSW: Central Planning and Research Unit, NSW Department of Industrial Relations, April 1984 [27p.]

The psychological impact of unemployment on many people is little short of devastating. This paper sets out to discuss what counsellors are doing and can do to help unemployed people. It identifies the aims of unemployment counselling as being to reduce the psychological impact of unemployment; to help in job finding; to help people to survive in unemployment; to explore alternative forms of employment. The paper warns counsellors against thinking of 'the unemployed' as a homogeneous group or of their problems as fitting neatly into specified categories. Circumstances and personalities differ and human problems are not compartmented. Counsellors need to be committed and sensitive in their task and prepared to develop the insights necessary to create a relationship of trust.

Given this relationship, counsellors can use a number of different techniques to help unemployed people. The paper discusses eight aspects of the work: relaxation training; systematic desensitisation; assertiveness training; modelling; video role-play; psychological assessment; job search skills; coping with living on unemployment benefits. The counsellor can help to relieve some of the psychological effects of unemployment, but the real problem is economic and cannot be tackled by counselling. Counselling is also limited by the level of commitment of the client; by the uncertainty of success; by administrative, financial and time constraints and by external social circumstances beyond the scope of counselling.

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MERRILEES, W.J. 84/C: 70

External Labour Market and Related Data Available to TAFE for Planning and Management. Conference Paper No. 40. Canberra: Bureau of Labour Market Research, Department of Employment and Industrial Relations, December 1983 [26p.]

The aim of this paper is to indicate what external data are available to TAFE for its planning and management. The paper describes the broad sources of data (primary Australian Bureau of Statistics (ABS), primary non-ABS and secondary data) and then highlights various issues raised in the use of the data. The paper points out that there is a wealth of such external data available, though less so at the more disaggregated and localised levels which are most relevant to TAFE authorities. Many of the problems are of access rather than of availability. This is especially the case with detailed Census matrix tapes. The synthesising of primary data into a form suitable for TAFE authorities is an important need which has only been partly met. Rather than undertake this task directly, it may be more effective and economical for TAFE authorities to draw upon established information clearinghouses (such as BLMR or DEIR).

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AUSTRALIA. TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT 84/C: 71

TAFE Projects in Progress No.5. Adelaide, S.A.: TAFE National Centre for Research and Development (296 Payneham Road, Payneham, 5070), May 1984 [152p.: $2.00]

This is the fifth in a series of listings of TAFE projects in progress. The project listings and annotations include contact names and a description of the status of each project and are arranged under States and Territories and the TAFE National Centre. A Subject Index and a Contact Persons index are provided to assist access to relevant listings.

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MEREDITH, Geoffrey* 84/C: 72

. Small Business Management Education and Training for Australia. Commonwealth Tertiary Education Commission (CTEC) Evaluations and Investigations Program. Canberra: CTEC, February 1984 [465p.]

. Small Business Management Education and Training for Australia: Summary. (As above) [57p.]

This is the report of an examination, begun in April 1983, of the training needs of small business. In particular, the investigation was required to identify the nature and scope of present training provisions, evaluate their effectiveness and formulate proposals to improve present positions and cater for prospective needs. The twelve chapters of the main report describe the background to the research and the methodology used; discuss award and non-award programs and consider issues such as increasing motivation for training, co-ordination of programs, target groups, counselling. Chapter 11 looks at 1983 programs, identifies gaps and recommends options. The final chapter covers the implications of the report for tertiary institutions and other providers.

A major finding of the study is that, although the small business sector represents over 95 per cent of private enterprises and is the major private enterprise employer, the greater proportion of resources involved in management education and training is directed outside the small business sector. The report urges a re-direction of Australia's management education and training resources, and co-operation and co-ordination at the national level if resources are to be most effectively and efficiently utilised. In particular, it concludes that the Technical and Further Education sector should have an expanded role, building on the links already forged between TAFE colleges, specific industry sectors and para-professional groups.

* *Professor of Accounting and Financial Management, University of New England, NSW.*

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CHALLIS, Bob 84/C: 73

College-Based Course Evaluation. An Approach to In-house Evaluation of BEC National Courses. A Project Report. London, U.K.: Further Education Unit (York Road, London SE1 7PH), October 1983 [69p.]

This is the report of a research and development project which looked at ways in which colleges could evaluate their own courses of the Business Education Council (BEC). The project involved four colleges working with the project director between May 1980 and December 1981 to study their own BEC courses. The report covers the information collected (Part 1), and how it was collected and used (Part 11). The aim has been to present a range of information, problems and approaches to provide insights and ideas for others wishing to evaluate BEC courses.

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HACKETT, Pat 84/C: 74

An Evaluation of Three Pre-Employment Transition Courses: Office Assistant, Introductory Welding, Geoscience Field Hand. Canberra: School of Education Services, Canberra College of TAFE, December 1983 [128p. + appendices]

This evaluation was intended to assess how far students achieved course objectives, whether the skills and learning were appropriate to the actuality of the job market and what students felt about the courses before, during and three months after. This report provides background and detailed information on the organisations and content of the three courses. A final section discusses some of the issues and problems.

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PRYOR, Robert G.L. 84/C:75

Information Paper: Some Ideas on the Selection of Word Processing Operators. Sydney, NSW: Central Planning and Research Unit, NSW Department of Industrial Relations, February 1984 [9p.: mimeo]

This short paper discusses the differences between Word Processing and Typing. It lists qualities required by word processors and the responsibilities and tasks involved, and goes on to discuss selection procedures including self-selection, assessment, interview and eye examination. It points out that more controlled empirical studies in this field are required.

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U.K. FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT — 84/C: 76

- Skills for Living (A Special Needs Document). A curriculum framework for young people in further education with moderate learning difficulties. Further Education Unit, Elizabeth HOuse, York Road, London SE1 7PH. December 1982 [81p.]

  This document is intended to assist teachers, college managers, advisers and others interested in extending the curriculum, development and implementation in the area of further education for young people with moderate learning difficulties.

- Common-core Teaching and Learning. A Staff Development Publication. Further Education Unit (as above). January 1984 [72p.]

  This document is intended for teachers and course organisers in colleges and schools, based on the recognition that, in addition to their normal subject teaching, many teachers are increasingly expected to relate to some form of core curriculum, usually as part of a pre-vocational program. Possible strategies for integrating subject teaching with a core are described and illustrated by examples actually in use.

- Computer Aided Profiling. An Occasional Paper. Further Education Unit (as above). September 1983 [36p.]

  This report is a case study which describes in some detail how a particular college, North Warwickshire College, approached the application of computers to student profiting. The report gives the basic processes and specifications that need to be fulfilled in setting up any computer-aided profile.

- Flexible Learning Opportunities. Further Education Unit (as above). September 1983 [39p.]

  This document is concerned with planning educational environments to optimise the autonomy of the learner. Topics covered include flexibility in modes of learning and attendance, methods of assessment, access and accreditation, content and objectives, accountability and rewards, resources and their effective use.

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BRENNAN, Marie and Ruth HOADLEY 84/C: 77

School Self-Evaluation. Melbourne, Victoria: School Improvement Plan Secretariat, Education Department of Victoria, 1984 [38p.]

In the past, materials on evaluation of school courses and curricula have assumed judgement by some outside 'expert'. Yet, evaluation as part of participatory decision-making in schooling should itself be participatory if it is to be consistent with the education policies being developed in Victoria (84/AB:56). This booklet has been prepared as a clearly expressed and practical handbook for teachers, parents, school councils and students who are becoming involved in processes of evaluation. It sets out the bare bones of evaluation for schools to use when planning for 'self-evaluation'.

The first section discusses the need for evaluation and the advantages of participatory self-evaluation, distinguishing between this kind of assessment for the purposes of improving curricula and the accountability which is necessary to provide information for departments and other outside agencies. It argues the advantages of participatory evaluation in improving student learning, better decision-making and a clearer understanding of aims and goals among all those involved - students, teachers and parents. The elements of evaluation are indicated as identifying priorities; defining important questions; collecting information; interpreting information; communicating; deciding and planning. However, there need be no set starting point nor sequential stages in the process.

What happens in school evaluation is outlined in Section 2, covering the roles and relationships of those participating at each stage of the process and suggesting ways of involvement and contribution. Section 3 explores some issues which arise in the planning of an evaluation. It deals with the planning committee; roles for outsiders; setting up a timeline, and finally principles for evaluation. The four principles identified provide a framework for action. They are: representativeness (to embody all perspectives); visibility (to make the process open); negotiation (to ensure that information released is fair, relevant and accurate); action-oriented (focusing on the **factors** which facilitate or improve practice rather than on individuals or personalities).

Sections 1 and 2 conclude with a number of questions to be used as discussion starters. Several appendices provide further information and a reading list.

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TOOHEY, Ron 84/C: 78

A Co-operative Approach to the Process of Evaluation and Review. Compiled for the Higher School Certificate Unit of VISE. Melbourne, Victoria: Victorian Institute of Secondary Education, March 1984 [6p.]

There have been recent moves towards a more co-operative approach to evaluation of courses. Teachers, students and others have been drawn into the process to suggest approaches to evaluation and to participate more actively in data-gathering and analysis. This booklet has been written for all those with an interest in VISE courses and seeks to encourage a consistent approach to the process of evaluation. The paper first outlines the concept of co-operative evaluation. It embodies the systematic collection of data to inform decisions about what to change in a course, along with the engagement of as many interested parties as possible in the evaluation process. The stages of a co-operative evaluation are represented diagrammatically: identification of important issues about a course; shaping key questions to guide the evaluation; collecting information to inform decisions for change; collating and interpreting information; planning and implementing proposals for change. The process is cyclical and on-going, providing a continuous source of information for program improvement. The process assumes that the various groups involved contribute valuably to the process and develop understanding and commitment to the aims.

The booklet mentions some subject areas where co-operative evaluation has been tried. It goes on to elaborate the possibilities for co-operative evaluation inherent in each of the five stages of the cyclical process mentioned above. Drawing on this discussion, the final section discusses three basic principles which underlie the process of co-operative evaluation: system, large scale participation, effective communication.

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QUEENSLAND. DEPARTMENT OF EDUCATION. DIVISION OF TAFE 84/C: 79

Guidelines for College Personnel Undertaking Program Evaluations. Brisbane, Queensland: Curriculum Branch, Division of TAFE, Department of Education, January 1984 [44p.]

These guidelines have been prepared to assist TAFE college administrators and teaching staff who wish to undertake college-based evaluation of courses. In carrying out an evaluation, it is necessary to: understand what evaluation is and why it is worthwhile; define the purpose and exact objectives; plan the conduct of the evaluation taking into account the human and other resources available and the information required; gather relevant information; analyse and interpret the information; produce a report. Each of these stages is discussed in this paper and examples are provided. A list of useful references on program evaluation is also included.

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HARMAN, Ros, Leon MANN and Colin POWER 84/C: 80

. Decisions, Decisions, Decisions. The Flinders Decision Course for Schools, for 11-15 Year Olds: Project GOFER. Introductory Teachers' Guide. Bedford Park, S.A.: The Flinders University of S.A. (School of Social Sciences, School of Education), 1984 [66p.]

. Project GOFER. Information Sheet [5p.]

Project GOFER is a structured and comprehensive course designed to prepare students for involvement in informed and autonomous decision-making which will facilitate more effective, independent and wider choices. The Information Sheet, Project GOFER, provides an outline of the thinking behind the course, its aims and development. The Teachers Manual comprises an introductory discussion of the aims and development of the course, pointing out that little support is given to adolescents in their choices and decision-making. A pilot study with Year 10 students at a South Australian metropolitan high school found that students showed a low tolerance for decision uncertainty and low self-esteem as decision-makers. The decision-making process for adolescents is made more complex by the different expectations of and opportunities for the sexes. Sex differentiation patterns of classroom behaviour, subject choice and academic achievement are commonly accepted without question and exercise powerful influences on decision-making. Both sexes need to understand the pressures on them and to be helped in their making of choices. The process of help and support needs to begin in the later stages of primary school before choices inevitably set future patterns in secondary school. The school needs to accept a role of intervention, recognising that decision-making is not always deliberate and intentional; that the process is dependent on the clarification of alternatives, values and constraints on independent choice. The discussion goes on to outline the theoretical model guiding the decision-making course (based on Janis and Mann's (1977) conflict theory of decision-making), and to indicate the outcomes that could be expected to follow in making students more confident and competent in decision-making.

The course consists of eight three-lesson modules (24-32 periods of class time) comprising an integrated set of instructions, video presentation, practice and feedback. Three modules are core modules, dealing with the concept of decision; the exercise of choice; steps in sound decision-making; the importance of self-concept and of widening choice alternatives; dysfunctional decision-making patterns, and constraints and limitations on decision-making. The set of five more specific modules incorporates decision aids to help young people to experience and practise vigilance in making choices, for example, in subject and school.

This Teachers' Guide contains the three sessions of Module 1: What is a Decision?; A Strategy for Good Decision-making; The Consequences of Poor Decision-Making.

WITHERS, Graeme and Greg CORNISH 84/C: 81

Assessment in Practice: Competicive or Non-Competitive? Occasional Paper No. 11. Melbourne, Victoria: Victorian Institute of Secondary Education, May 1984 [16p.]

Methods of and approaches to assessment of students have a significant effect on what is taught and on how, what and when students learn. Assessment is an integral part of schooling and the methods used not only reflect our views about learning and schooling but also reinforce the impact of such views on society. The paper makes a distinction between two principal modes of assessment: competitive (in which people are compared) and non-competitive (which is descriptive of the individual concerned). These two modes of assessment are discussed in terms of the functions they are intended to perform and how they perform these functions.

The paper endorses the view that assessment should be non-competitive, reflecting a view of learning as a co-operative, active and personal process. It concludes with some discussion of the many obstacles which need to be overcome before non-competitive assessment can become the accepted mode.

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MACHIN-EVERILL, Dick, Ann and Jane 84/C: 82

Alternative Courses in W.A. Catholic Schools. Perth, W.A. Transition Education Program, Catholic Education Commission of W.A., 1983 [70p.]

This report on alternative upper school courses operating in W.A. Catholic secondary schools provides general background information about such courses and gives details of an evaluation of these courses, from the viewpoints of students, parents, teachers and course co-ordinators. It concludes with a number of recommendations for improving the effectiveness and value of these courses.

The report begins with a description of the features of alternative courses including aims and objectives, the principal target group, class size, selection of students and methods of co-ordinating courses. Concern is expressed about the lack of community understanding of the accreditation of students taking alternative courses and it appears that schools are favouring a combination of school-based and externally-based assessment to overcome this problem. The results of the evaluation questionnaire distributed to seven metropolitan schools, representing a range of courses and school types, indicate strong support for alternatives to the traditional academic curriculum. In particular these courses were seen to be most successful in developing students' self-confidence, maturity and self-esteem.

Among the recommendations in the report are that alternative courses

should go beyond the school boundary and provide meaningful assistance to students in their transition into the workforce; courses should provide non-stereotyped alternatives in order to increase opportunities for both sexes; the status of alternative courses within the school structure should be raised to equal that of academically-oriented courses, in order to encourage development initiatives and improve the usefulness of alternative courses.

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QUEENSLAND. DEPARTMENT OF EDUCATION. SECONDARY TRANSITION EDUCATION PROJECT 84/C: 83

Production and Performance. Brisbane, Queensland: Education Department, December 1983 [38p.]

This booklet consists of a suggested Applied Studies sample work program and sample units for use in secondary school. It is designed to meet a number of needs: the need for an increased range of applied studies to be made available to students who would previously have entered the workforce at the completion of Year 10 but who are now being encouraged to remain at school longer; the need for subjects with a practical and vocational orientation which will enable pupils to learn and develop specialised skills which they perceive will be of use to them upon leaving school and the need for subjects which encourage student autonomy and decision-making.

The subject focuses on the processes involved in planning, preparing for and staging a variety of performance events such as fashion parades, school sports days or street theatre events. There is a strong practical component in the subject. The intention is for students to develop and master a wide range of human relations, technical and decision-making skills during the program, improving on each aspect over a series of performance events.

The booklet includes a series of sample program outlines and detailed work unit descriptions provided by several Queensland secondary schools offering Production and Performance as a school subject.

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W.A. EDUCATION DEPARTMENT 84/C: 84

Technical College/Secondary School Link Courses: Guidelines. Perth, W.A.: Education Department, February 1984 [14p.: mimeo]

Link courses have grown in importance as a result of the introduction of the Participation and Equity Program (PEP) through which schools and TAFE are asked to develop strategies to improve the relevance of school curricula, to increase retention rates in schools and encourage increased participation in TAFE courses. These guidelines have been developed to cater for the expected growth in link courses not only of traditional forms but also of greater variety. It is expected that schools will adopt a broader approach to such courses. Thus, in 1984 one major development within the link area will be the provision of opportunities for school students to enrol in formal TAFE subjects, either at school or occasionally at a local TAFE college. Information on this type of school - TAFE arrangement is contained in Appendix 3. Schools may also consider the possibility of developing link courses with other institutions, such as CYSS groups, industrial and commercial training facilities, CAEs and universities. Such courses could involve use of staff from other institutions, premises of major companies and even the adoption of curricula materials from other organisations. As these types of link courses have not been widely trialled in W.A., no formal guidelines are available. However, information in this document may provide some useful ideas for staff involved in establishing new and innovative link courses.

This paper covers aims of link courses, and some examples; establishing link courses (including co-ordination, organisation and funding); responsibilities and roles of schools, TAFE colleges, school co-ordinators and TAFE lecturers.

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BIRKETT, Pam 84/C: 85

. The Open Access Project 1983. Adelaide, S.A.: Choice and Diversity Project, 17th Floor, Education Centre, 31 Flinders Street, Adelaide, S.A., 1983 [7p.]

Open Access is a support service which helps schools improve student access to non-traditional learning options, find alternative methods of instruction and adapt approaches to internal school organisation so as to maximise the range and scope of learning opportunities for pupils. This report provides an introductory account of the project in its developmental stage.

The potential benefits of this sort of service are described in both the short and long term. Proposals to link schools with institutions of higher education, specialist educational centres and other community education resources are outlined.

. Open Access Project - Interim Report, December 1983. (As above) [49p.]

This interim report of the Open Access Project outlines specific initiatives taken in 1983 and others planned for 1984. It describes how each of the four pilot schools participating in the project have responded to Open Access Education, featuring significant initiatives and decisions resulting from this involvement.

The Open Access pilot project attempted to identify the legal, administrative, geographical or other barriers to access to educational opportunities within educational institutions and the wider community and to demonstrate practicable alternatives to traditional ways of providing access to such educational alternatives.

Open Access objectives for 1983 are listed, together with a description of schools involved, and the questionnaire used to provide a data-base on education access for the project.

Interesting developments taking place in the four participating pilot schools and the development of a valuable network of links between various people and projects are some of the outcomes of the project's first year.

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DELIN, Jane 84/C: 86

The Bowden Brompton Early Leavers Project. Report of an evaluation of a second chance education program. Adelaide, S.A.: Education Department of S.A., 1983 [37p.]

The Early Leavers Project, based at the Bowden Brompton Community Workshop School in Adelaide's industrial western suburbs, began in May 1980 (see C45). It is designed to help young people who left school early and wish to upgrade their level of education to Year 11 standard on a part-time basis. Operating as an open access learning centre the project provides educational programs tailored to each student's academic level, interests and aspirations and also directs people to other suitable educational/training options. After the first two years of operation, it was decided to carry out an evaluation.

This report outlines the evaluation procedures and includes a full account of how the project works, and of resources and courses available. Data on student characteristics are provided together with information on destinations of past students. The relationship between the project and its host school and the relationships between project and school students are also covered in the report.

Project features of note which are mentioned in the report are the lack of restrictions on the operation of the project, its informal, open access educational environment, a widening of the scope of the project to include non-English speaking migrants, and the principle that anyone who came to the project would get something: if they were not enrolled as a

project student they would be counselled and directed to an appropriate training option elsewhere. The report attributes part of the evaluation's overall high approval of the project to the fact that attendance at the project is completely voluntary, hence enrolments reflect largely those who are happy with the school and the project.

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ANGUS, M.J., S.K. BROWN and P.R. DUNNELL 84/C: 87

An Examination of Education and Local Development in Western Australia. Studies in Rural Education Series No. 7. Perth, W.A.: Research Branch, Department of Education, 1983 [37p.]

This paper sets out to provide an overview of how education is linked with development. Its primary concern is with development in rural areas, on a local rather than regional, State or national level. A central issue is whether educational institutions should be geared towards facilitating economic and social development at the community level.

An introductory analysis clarifies the notions of community and development, demonstrating that definitions of community can range from a group of people linked by social, economic and educational factors as well as geographic, even in rural areas. The analysis also notes that development takes place in a variety of situations including not only economically depressed communities but also communities concerned with shrinking populations or with providing community members with an enhanced cultural and recreational lifestyle.

The initial analysis is followed by a discussion of community and development in the rural West Australian context which concludes that while education is unlikely to be the key factor in facilitating local economic development, it can contribute to local development and is usually influenced by it.

A central argument developed in the concluding sections of the paper relates to potential benefits for both education and the communities concerned, to be derived from adapting education to local development. The implications of this proposition are outlined practically at both the system and school levels, as well as on a more general, philosophical basis.

. See also 84/C: 13

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HARDY, Brian and Arturo RICHETTI 84/C: 88

Participants in the Victoria TAFE Transition Program (April 1983). Melbourne, Victoria: Transition Education Advisory Committee and the TAFE Transition Unit, 1983 [24p.]

This discussion paper presents policy conclusions and detailed findings from the 1983 TAFE Transition Census. The four program categories surveyed in the census and analysed in this report are: Education Programs for Unemployed Youth (EPUY), Pre-Vocational Courses (PVC), Program for Special Groups and Special Projects. The areas in which data were collected for the discussion paper include participation of young women, sex distribution across Pre-Vocational Course types, age distribution in programs and the educational, ethnic and employment backgrounds of participants. Also treated in the discussion paper are participants' reasons for joining the Program, the ways in which they received information about the transition programs and their future options in education and employment. One of the paper's important recommendations is the need for major initiatives affecting **all** programs to allow the TAFE Transition Program to achieve a significant overall impact on broadening girls' occupational options. The findings suggest that the TAFE Transition Program is reinforcing traditional sex-based occupational roles.

Other major recommendations are: that future program guidelines should indicate the desirability of selecting participant groups which include a **range** of ability levels, personality types, role models and motivational levels; that providers make special provisions to ensure that transition participants can gain entry to further courses with the necessary prerequisite skills, irrespective of their formal educational background. Issues raised in the discussion paper also include the need to provide information about transition programs to sources of participant referral other than the CES (e.g. welfare workers, school teachers and ex-participants) and also the high travel costs experienced by participants which may be inhibiting some young people from taking advantage of the program.

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KEMMIS, Stephen, DAvid DAWKINS, Lynton BROWN, Barbara CRAMER and Terry REILLY 84/C: 89

Transition and Reform in the Victorian Transition Education Program. The Final Report of the Transition Education Case Study Project. Melbourne, Victoria: Transition Education Advisory Committee, May 1983 [273p.]

This is the official publication of a final report on the Victorian Transition Education Program, for which an Abstract has already been made on the basis of a pre-publication copy (see Abstract 83/C: 74).

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GONCZI, Andrew 84/C: 90

Transition from School to Work: The European Experience and its Implications for Australia. A paper prepared for the Transition Education 'Search' Conference, NSW Department of TAFE, 22 November 1983 [16p.: mimeo]

This paper was written to provide background information on transition education in Europe and a framework for designing the new Participation and Equity Program courses in TAFE in NSW.

The paper begins with a summary of propositions relating to transition which the author believes are shared between the European International organisations concerned with transition education and the Australian authorities working in the same area. These propositions are: that there will be fewer traditional jobs available in the future; that the problem of transition is worst for early school leavers; that those experiencing problems have had inadequate preparation in the basic competence required in working life, insufficient knowledge/experience with the organisation of the world at work, too little or overspecialised vocational education (formal or informal); that there are inadequacies in all social institutions responsible for the transition of young people from school to work.

Section I of the paper provides a brief description of the activities and programs of a number of international organisations forming policy on vocational preparation (the term used in Europe to describe the equivalent of Transition Education). The organisations are The European Community, OECD, Council of Europe and the Nordic Council. Section II deals with the planning of Transition Education courses using practical examples from the European Community's 'European Centre for the Development of Vocational Training' (CEDEFOP).

The following features of the European concept of vocational preparation as outlined in the paper are of particular note: in Europe the period of transition is seen as starting at the age of 17 years, when some decisions about occupational choice begin to be made, and continuing after employment has been found; there appears to be a much more systematic and co-ordinated approach to transition than in Australia, involving co-ordination between general and vocational education and also between education, employment authorities, local government, employers and trade unions; there is agreement that vocational preparation courses should include an integrated combination of basic skill training, general or social/life education and an experience of work.

The paper concludes that Australian responses to the issue of transition, when measured against the European approach, have been largely unimaginative, uncoordinated and inadequately funded, providing formal vocational preparation programs for only a fraction of the large number of early school leavers most in need of it.

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BRADLEY, David and Moya BRADLEY 84/C: 91

Problems of Asian Students in Australia: Language, Culture and Education. Prepared for the Department of Education and Youth Affairs. Canberra: AGPS, 1984 [357p.: $14.50]

The purpose of this study was to investigate the causes of the problems which Thai, Indonesian and Malaysian students encounter when they study in Australia. The report distinguishes between language, culture and education and, though dealing with the problems occurring in each area, it focuses on language: to find out in what areas of linguistic structure the problems lie and how often the errors which may lead to failure in communication are made. The book presents a detailed analysis of the students' spoken English, and gives quantified data on the errors in the use of English sounds, words, sentences and longer stretches of speech.

To assess the problems, fifty students from the three countries were interviewed at length, providing case study data. The students were studying in various courses at various levels: Year 12, undergraduate (science/engineering, economics, commerce, business) and post-graduate. Chapter 1 provides information on the background to and methods of the study. Chapters 2-5 deal with specific areas of linguistic structure which can cause difficulty (sound, word and sentence formation and sentence combination). Chapter 6 summarises the findings about language difficulties. Cultural and educational differences and difficulties are dealt with in Chapters 7-8. Two appendices provide further information on the study.

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SPEARITT, D. and J.M. COLMAN 84/C: 92

Schooling for Newly Arrived Indo-Chinese Refugees: An Evaluation of the Contingency Program for Refugee Children. Prepared for the Commonwealth Department of Education and Youth Affairs. Canberra: AGPS, 1983 [310p.: $17.50]

The Contingency Program for Refugee Children operated between 1978 and 1981 to provide intensive language programs for newly arrived refugee and other non-English-speaking students - a responsibility now undertaken under the New Arrivals Element of the English as a Second Language Program administered by the Commonwealth Schools Commission. This report deals with the operation of the Contingency Program in 1980, and, in its Preface, raises the question of how far the findings about the particular population in April-August 1980 can be generalised to larger populations (or later periods).

Chapter 1 describes the Contingency Program: its background and operation. Chapters 2-4 describe the research plan, the sample and the data collection. The sample included all Indo-Chinese refugee children of the specific ages (15-19 years) arriving in Sydney and Melbourne migrant

centres between March and September 1980. Information was collected on the students and their families. The research focused on acquisition of proficiency in English and Chapters 5-7 detail aspects and issues of the development of proficiency. Chapter 8 puts together views of students, teachers and principals on the adjustment of students to a new environment. The organisation and operation of the Program and the schooling experience after the Program are covered in Chapters 9-10. The final Chapter 11 sets out the conclusions and recommendations. Twenty-two appendices provide further detailed information.

The study provides evidence of a steady improvement in the proficiency of the students in speaking and understanding spoken English and in reading and writing English, even though standards acquired fell short of what was originally expected in outcomes. It also provided information on the rate at which students learnt the language since they were tested at various periods: 8,14,20 and 26 weeks. The Program assisted the process of integration but was less effective in assisting students to adjust to a new environment.

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DICK, Ann and Jane MACHIN-EVERILL 84/C: 93

. Language and Transition Education in W.A. Catholic Secondary Schools. Perth, W.A.: Catholic Education Commission of W.A., December 1983 [16p.]

This report describes a one-year pilot project in English language development in secondary schools. Operating as a joint project of the Transition Education Program and the English as a Second Language Program (ESL), this project had a general aim of promoting the language skills of all students in the participating schools. Its two specific objectives were to encourage the subject teacher and ESL specialist to work together, and to help prepare students in the transition from school to work. A teacher with ESL qualifications and teaching experience was appointed to work with 5 secondary schools selected for the project, spending one day per week at the office of the CECWA for liaison and reporting purposes and the remaining 4 days at the participating schools. The 5 schools are described, detailing the proportion of students from non-English speaking backgrounds in the student population. Details are given of the project officer's work with ESL specialists, subject teachers, transition co-ordinators and other specialist staff.

The report concludes with comments on the difficulties encountered in this model of providing support for teachers in the ESL. Problems included time-tabling difficulties with the different school staff, too little office time available to organise in-service programs and to liaise with transition and ESL personnel; the very broad focus of the role which restricted time spent at each particular school and opportunities for developing working relationships with school staff. The main recommendation is for the project officer's role to be limited to working directly with school personnel and for the focus of the project to be narrowed to enable the development of specialist, professional expertise in the integration of language proficiency and the formal school curriculum.

HUGHES, Lyn 84/C: 94

Victorian Trades Hall Council Education Pilot Project

INSTITUTION Victorian Trades Hall Council (54 Victoria Street, Carlton South, 3053)

FUNDING Transition Education Advisory Committee, Victoria

TIME 16 August 1982 - 31 December 1984

PLACE Victoria

The aims of this project are

- to identify areas of secondary school curriculum which would benefit from the integration of information about and perspectives of trade unions
- to assist teachers to develop curriculum units incorporating information about trade unions and trade union perspectives on a range of issues
- to assist students to develop informed understandings of the relationship between work, trade unions and Australian society
- to liaise with Education Department committees, etc. for the purpose of establishing trade union information as legitimate and worthwhile curriculum content
- to produce and disseminate documentation in relation to curriculum developments for consideration by, and use in, secondary schools
- to encourage the production of suitable resource material for use in secondary schools.

The project involves co-operation with teachers from two secondary schools (Footscray Technical School and Preston Girls' High School) to identify problems associated with teaching about trade unions, to develop and trial curriculum units in a range of subject areas, and to evaluate the project. The results of the work are disseminated through participation by the project officer in in-service activities for careers teachers, work experience co-ordinators and teaching staffs generally; and through the project officer's membership of a number of Education Department curriculum committees.

DOCUMENTATION

- HUGHES, Lyn. Legitimate Cause for Concern? The role of trade unions in the curriculum. In ADVISE (Victorian Institute of Secondary Education), No. 42, September 1983 [p.1-3].

TASMANIA. MUNICIPAL ASSOCIATION OF TASMANIA 84/C: 95

An Analysis of Certain Financial Issues Relating to Local Government in Australia 1979-80 to 1982-83. Hobart, Tasmania: Municipal Association of Tasmania (176a Macquarie Street, Hobart), 1984 [32p. + attachments]

This survey of local councils in Tasmania was undertaken to determine the source and amounts of financial assistance to local government from Commonwealth and State Governments. It concludes that Tasmanian Local Government benefits positively in its financial relationship with the Commonwealth Government, but not with the State Government which received from Local Government over $2 million more than it had given in grants, benefits, exemptions and subsidies. The imbalance has occurred since 1979-80, and is due partly to the requirement that local government act as a 'tax collector' for the State and partly to rate exemptions for State properties. The attachments give detailed breakdowns for individual councils.

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SECTION E

PERIODICALS

AUSTRALIA August 1984

1. Aboriginal Employment News. National Aboriginal Employment Development Committee, March 1984, No. 3 [16p.]

2. Australian Bureau of Statistics, Canberra

   - Income and Housing Survey. Income of Income Units, Australia 1981-82. Cat. No. 6523.0 [19p.]
   - Labour Force Status and Educational Attainment, Australia, February 1984 (Preliminary). Cat. No. 6240.0, July 1984 [6p.]
   - Labour Mobility, Australia, During the Year ending February 1984 (Preliminary). Cat. No. 6208.0, June 1984 [6p.]
   - The Labour Force, Australia, June 1984 (Preliminary Estimates). Cat. No. 6202.0, July 1984 [9p.]
   - Labour Force Experience, Australia, During the Year Ending February 1984 (Preliminary). Cat. No. 6205.0, June 1984 [6p.]
   - The Labour Force in Australia 1981. Cat. 6204.0, February 1983, [16p.]
   - May 1984 (Preliminary Estimates) [10p.]
   - Persons Not in the Labour Force, Australia, September 1983. Cat. No. 6220.0, June 1984 [25p.]
   - Job Vacancies, Australia, February 1984. Cat. No. 6231.0, June 1984
   - Job Vacancies, Australia, May 1984. Cat. No. 6231.0, July 1984
   - Persons Not in the Labour Force. Cat. No. 6219.0, July 1984
   - Multiple Jobholding, Australia, August 1983. Cat. No. 6216.0, 2 May 1984 [13p.]
   - Digest of Current Economic Statistics, Australia, March 1984. Cat. No. 1305.0, 11 May 1984 [8p.]
   - Digest of Current Economic Statistics, April/May 1984. Cat. No. 1305.0, June/July 1984 [8p.]
   - New Statistical Series: Employment. Average Weekly Earnings, Job Vacancies and Overtime. Cat. No. 6256.0, June 1984
   - Population Estimates, Australia. Cat. No. 3219.0, December Quarter 1983 [2p.]
   - National Schools Statistics Collection: Government Schools, Australia 1983. Cat. No. 4215.0.

3. Australian Bulletin of Labour, Vol. 10, No. 3, June 1984

   - Australian Labour Market, June 1984
   - PITMAN, David. The Determination of Junior Wages in Australia: Needs, Work Value and Employment [p.144-166]. (See Abstract in this issue: 84/AB: 128)

4. Australian Rehabilitation Review. Journal of the Disability Advisory Council of Australia (DACA); P.O. Box 1, Woden, A.C.T. 2606. No. 1, 1984 [56p.]

   - TSE, Edward. The Myth of Sheltered Employment.
   - HAUSFELD, Steven, Louise BARNES and Jennifer SCHOFIELD. Analysing Computer Programs for Rehabilitation, [p.34-43]

5. The Australian Economic Review, 1st Quarter 1984. Institute of Applied Economic and Social Research, University of Melbourne

   - MANNING, I.G. Income Tests in the Australian Social Security System

6. Australian Journal of Social Issues. Published by the Australian Council of Social Service, Vol. 19, No. 2, May 1984 [151p.]

   . KHOO, S.E. Maternal Employment, Does it Affect the Children When they Grow Up? [p.89-101]
   . INGLIS, Christine. Patterns of Child Care Amongst Women in the Sydney Turkish Community [p.113-125]

7. Australian Society, Vol. 3, No. 5,

   . Vol. 3, No. 6, June 1984 [48p.]

      . WATSON, Ian. Living on the Margin [p.6-11]
      . WINDSCHUTTLE, Keith. Schools for the Future [p.11-18]
      . POLK, Kenneth. Wanted: New Careers [p.18-21]

   . Vol. 3, No. 7, July 1984 [48p.]

      . KNIGHT, John. Original Arguments. [p.18-20]
      . DEVESON, Anne. Who Cares for Kids? [p.9-14]

8. The Australian Teacher, No. 8, May 1984 [32p.]

   . McCULLOCH, Deborah. Traps Beyond the Open Door [p.8-12]

9. Bulletin of Labour Market Research. Bureau of Labour Market Research, No. 11, June 1984

   . STRETTON, Allan. Teenage Employment in the Public Sector [p.16-21]

10. Commonwealth Employment Service Statistics. Commonwealth Employment Service (CES). Department of Employment and Industrial Relations, Issue No. 4, March Quarter 1984 [50p.]

11. DEIR News Release. Federal Minister for Employment and Industrial Relations, Ralph Willis, MP, 10 May 1984 [5p.]

    . April Labour Force Statistics
    . Background to the Employment and Unemployment Figures for April 1984

12. DEIR News Review, No. 1, April 1984. Federal Department of Employment and Industrial Relations staff newspaper

13. Education News. Journal of the Commonwealth Department of Education and Youth Affairs

    Vol. 18, No. 10, June 1984 [54p.]

    . RICHARDS, Dave. Yipirinya School Comes of Age [p.24-27]
    . MORAN, Beth. Creating a New Arts Curriculum [p.21-23]
    . SCHERER, Richard. Special Report: Funding Policies for Australian Schools [p.41]

14. Facts on Women at Work in Australia. Women's Bureau, Department of Employment and Industrial Relations, January 1984 [2p.]

15. Impact. Published by the Australian Council of Social Service, Vol. 14, No. 1, March 1984 [35p.] (including ACOSS Action, April 1984 [8p.]

16. Initiatives in Technical and Further Education, No. 7. TAFE National Centre for Research and Development, National TAFE Clearinghouse, Australia, March 1984 [40p.]

17. Institute of Family Studies Newsletter, No. 9, April 1984 [34p.]

    . Australian Family Research Conference Supplement included

18. Justice Trends. Catholic Commission for Justice and Peace (154 Elizabeth Street, Sydney, 2000), No. 35, May 1984 [12p.]

    . A report on the Youth Policy Conference, 19-20 May 1984, discussion of Aboriginal Land Rights, East Timor and visits by researchers of the Commission to N.T. and W.A.

19. Unicorn. Bulletin of the Australian College of Education, Vol. 10, No. 2, May 1984 [220p.]

    This issue focuses on the role of education in meeting the needs of young people in times of high youth unemployment and rapid social change. A number of articles review aspects of the education role; other articles are concerned with policies for youth.

20. Women and Work. Women's Bureau, Department of Employment and Industrial Relations, Vol. 6, No. 1, May 1984 [8p.]

21. YACA Briefs. Youth Affairs Council of Australia

    . No. 4, May 1984 [4p.]
    . No. 5 June 1984 [4p.]
    . No. 6 July 1984 [4p.]

22. YACA Newsletter, No. 14, June 1984

    Income security for young people, health, housing, and girls and women in the Community Youth Support Scheme are discussed.

A.C.T.

23. Work in Progress. The Work Resources Centre Inc. (F Block, Kingsley Street, ANU, GPO Box 4, ACT 2601) July 1984, No. 4 [8p.]

    . This newsletter covers the present activities of the Work Resources Centre and the ending of Wage Pause funding. It also gives details about the Centre's specialist library on unemployment and employment topics.

NEW SOUTH WALES

24. Impact, Journal of Social Alternatives, New Doctor Joint Issue. The Australian Council of Social Service, The Editorial Collective for Social Alternatives and the Doctors' Reform Society. September/October 1983 [52p.]

    . KERR, Charles. Does Unemployment Cause Ill-health? [p.3-7]
    . CASS, Bettina. Poverty and Children: the effects of the recession 1974-1983 [p.13-18]

25. P.E.P. News. The Non-Government Participation and Equity Program (P.O. Box 217, Leichhardt, NSW 2040), Vol. 1, No. 2, June 1984 [16p.]

    . This issue deals with changes to the secondary education curriculum in general and a case study in curriculum change at St Columba's, Harden

26. SWRC Newsletter. Social Welfare Research Centre, University of New South Wales, No. 13. May 1984 [36p.]

27. The Employers' Review. Employers Federation of NSW

    . Vol. 56, No. 3, April 1984 [17p.]

        . National Wage Case April 1984. Statement by Sir John Moore [p.8-9]
        . Trade Practices Act and Trade Unions [p.14-15]

    . Vol. 56, No. 4, May 1984 [16p.]

        . The Sex Discrimination Act 1984 [p.7-9]

SOUTH AUSTRALIA

28. Caring. Service to Youth Council Inc. (SYC) P.O. Box 45, Eastwood, S.A. 5063. May 1984 [19p.]

29. C.I.T.Y Projects for Unemployed Youth. Community Involvement Through Youth (Marble Hall, Adelaide Railway Station, S.A.) [2p.]

    . A pamphlet outlining the nature and aims of the CITY organisation - its functions and resources

30. C.I.T.Y. Newsheet, May/June 1984

    . This newsheet covers project ideas for the unemployed

31. SPELD Inc. S.A. News, June 1984 [12p.]

TASMANIA

32. Youth Affairs Council of Tasmania Newsletter, May 1984 [7p.]

    . This issue covers the 'Youth in Communities' course, the A.V.S. phone-in and an IYY 'activity guide'.

. June 1984 [16p.]

. Reports on Housing for Students, the Youth and Communities course, Drug Abuse and the Australia/Indonesia Youth Exchange

. July 1984

. This issue discusses the Australian/Indonesia Youth Exchange and the appointment of The Hon. Mr R.J. Beswick as Minister for Youth Affairs

33. Parity. Participation and Equity Program Development Group (Curriculum Centre, 57 Brisbane Street, Hobart, Tas.), Vol. 1, No. 1, June 1984 [4p.]

. Young Women and Transition (a summary of the Commonwealth State Transition Education Conference, 1983)

34. Trans Ed in Tas. Transition Education Development Group, Curriculum Centre, Hobart), Vol. 5, No. 1, April 1984 [4p.]

VICTORIA

35. Action. The Brotherhood of St Laurence

. No. 252, April 1984 [4p.]
. No. 253, June 1984 [4p.]

36. Careers Weekly. Careers and Appointments Service, Monash University, Vol. 14, No. 18, 11 May 1984 [10p.]

37. Right to Work News. Western Region Right to Work Committee (P.O. Box 144, Footscray 3011), April 1984 [18p.]

. This issue includes discussion on the Prices and Incomes Accord and an article on the overseas experience of job generation

38. VISE News. The Information Bulletin of the Victorian Institute of Secondary Education (582 St Kilda Road, Melbourne 3004)

. No. 41, April 1984 [4p.]
. No. 42, May 1984 [4p.]
. No. 43. June 1984 [4p.]

. This issue covers the Youth Action Program (YAP), Unions at Work - an educational resource kit, transition education and equal opportunity and a discussion on Performing Arts for the HSC

. No. 44, July 1984 [4p.]

. Reports on the management of public examinations, the Task Force on Transition Education and Equal Opportunity and the 'Blackburn Report'

39. Viewpoints. Victorian Institute of Secondary Education, No. 1, April 1984 [9p.]

40. W.R.E.C. News Exchange. Western Regional Employment Committee (33 High Street, Cranbourne, 3977)

    . April 1984 [11p.]

        . HUTTON, Barbara. Seeking Help for the Jobless [p.10]
        . HUTTON, Barbara. Changing Employment Patterns [p.5]

    . June 1984 [11p.]

        . This newsletter contains articles relating to employment in the Westernport region, with an emphasis on unemployed women and youth

WESTERN AUSTRALIA

41. IYY Newsletter. IYY State Co-ordinating Committee (P.O. Box 66, Wembley 6014), No. 1, June 1984 [6p.]

    . This is the first edition of the IYY monthly newsletter in W.A. It outlines the objects and aims of IYY Council and describes some of the intended activities for IYY 1985

42. Equal Opportunities Resource Centre Newsletter (150 Adelaide Terrace, Perth 6000), Vol. 4, No. 2 [21p.]

    . Discussion on the Sex Discrimination Act 1984, the Family Planning Associations' Program for 1984 and sex discrimination in education

43. RTDN Newsletter. Rural Training and Development Network of W.A., Vol. 1, No. 8, June 1984 [9p.]

44. Youth Affairs Council of W.A.

    . Newsletter. IYY and You Seminars [13p.]
    . The News Bulletin, March 1984 [4p.]

        . Youth and the Media Workshop [p.3]
        . Co-ordination of Youth Affairs in W.A. [p.3]

    . The News Bulletin, June 1984 [14p.]

        . Young Workers Health [p.4]
        . Why Student Councils? [p.8]

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